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# THE SCHOOL REVIEW

A JOURNAL OF SECONDARY EDUCATION

VOLUME XI  
NUMBER 2

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FEBRUARY, 1903

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WHOLE  
NUMBER 102

## THE OUTLOOK OF THE PUBLIC HIGH SCHOOL IN THE SOUTH.<sup>1</sup>

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THE outlook of the public high school in the South is the outlook of education in the South; nay more, it is the outlook of the South, if, as we believe, material prosperity and moral development depend upon an intelligent citizenship.

Common-school training is fundamental, and therefore essential, but it is not of itself sufficient to inspire confidence or arouse initiative. The man who is satisfied with this can scarcely hope to rise in competition with better-trained minds, or even hold his own in the battles which are to be fought in agricultural, mechanical, and commercial fields.

College education is desirable and theoretically necessary for pre-eminence, but it is not for the masses, and it would be but a utopian theory to plan for the day when a bachelor's degree shall be a qualification for suffrage or a necessity for success and happiness.

Between these two there is a gap, not wide in years, but of great importance, filled by the private or public high schools; and to these we must look to mature the first fruits of the one, and to prepare for the riper culture of the other. Important and numerous as the private preparatory schools are now, and as they will continue to be, they, like the colleges, are not for the masses; therefore I say the outlook of the public high schools in the South is the outlook of education in the South.

<sup>1</sup> Read at the annual meeting of the Association of Colleges and Preparatory Schools of the Southern States, the University of Mississippi, November, 1902.



THE NEW HIGH SCHOOL AT JACKSONVILLE, ILL.

Considering this dual relation of the public high school, there arises naturally the question: Can the public high school meet at once both demands, that of rounding out the common-school instruction and preparing the masses for the work of life, and that of giving the necessary training for the smaller number who desire to continue their studies at college?

To my mind there is no incompatibility between these demands; for, however much there may seem to be in the theory of the practical side of popular education, it remains a fact that the real value of this initial study and instruction is not in giving to the youth a certain amount of dexterity or knowledge which he can immediately convert into the coin of the realm, but in training and cultivating his mind, in strengthening and broadening his reasoning and perceptive faculties, whereby he can apply himself to the solution of the problems of life which confront him, whether they be practical or theoretical, political or social. Therefore those topics which the judgment and experience of ages have declared and shown to be the best for this purpose of mind-training are suited for both classes. The fact that those who do not go to college cannot acquire proficiency in these is no reason why they should be denied the training they afford.

Going on the hypothesis that within certain limits of election, which is possible in every well-organized high school, there need be no difference in the courses for the two classes, I shall address myself to what is at present the numerically less important function of the high school—that of preparing for college—and endeavor to show the possibilities and needs of this and to suggest means for its development which, if carried out, will be of even greater benefit to those who do not go to college than to those who do, for these latter have another chance.

In order to reach a correct idea of what can and should be done, it is necessary to know what had been done with the public high schools in the South. With this in mind, I sent to eleven of the southern states three letters of inquiry—one to high-school superintendents, one to college presidents, and one to the state superintendent of education. On account of the short time—less than six weeks—given me to prepare this paper, it was not possible to make a thorough canvass of all the public high schools in the eleven states. I, therefore, sent twenty letters to each of the state superintendents, with the request that he direct and mail these to the principals of twenty of the best high schools in his state. The questions to colleges and high schools were as follows:

QUESTIONS SENT TO COLLEGE PRESIDENTS.<sup>1</sup>

1. Have the public high schools in your state a uniform curriculum? If so, please to send copy of same.
2. Is said curriculum sufficiently advanced to prepare students for the freshman class of your institution and other leading colleges in your state?
3. Are your entrance requirements in printed form? If so, please to send copy.
4. Has an effort been made by you or by others in your state to secure uniformity and improvement of work in the public high schools? Permanency of position for principals and teachers? Increase of salary?
5. What per cent. of your pupils come from public high schools?
6. How many public high schools, if any, are affiliated with your college?
7. How many years has your college pursued the policy of affiliation?
8. Do members of your faculty visit your affiliated schools annually?

QUESTIONS SENT TO PUBLIC HIGH-SCHOOL PRINCIPALS.

1. Name, grade, and location of your school?
2. What is the length of your school term? How many years in the high school?
3. Have you a printed statement of courses? If so, please to send copy.
4. Are algebra, geometry, rhetoric, general history, Latin, and Greek taught in the high school? If so, how many years each? What is the length of recitation period?
5. What sciences are taught in the high school? What facilities, in the way of apparatus, have you for teaching the sciences?
6. Is your course of study sufficiently advanced to prepare students for the freshman class of your state university, and other universities or colleges within your state?
7. Do your students enter these higher institutions on your certificate or by examination?
8. How many completed your high-school course last session?
9. What per cent of loss was there in the class of 1902 from 1899 to 1902?
10. How many who should have completed your high-school course in 1902 went from the lower grades to the preparatory departments of colleges or universities?
11. What is the salary of the principal? Average salary of high-school teachers?
12. For how many years is the principal elected? For how many years are the public high-school teachers elected?

<sup>1</sup> These questions as well as the outline of this paper were suggested by some investigations, made by the writer, on the public high schools in Mississippi and embodied in a paper on "A Much-Needed Factor in Perfecting Mississippi's Educational System" read before the State Teachers' Association in May, 1902.

The study of this subject develops a trinity of obligations: that of the college to the high school; that of the high school to its pupils and to the college; that of the patrons to the high-school teachers. I shall treat each of these obligations under two heads which, given in alliteration, are protection and proficiency, parallelism and preparation, pay and permanency.

#### PROTECTION.

The public high school is an infant industry and needs protection from powerful rivals which should be allies. These rivals are not the private preparatory schools, whose purpose and end are in part that of the public high school, but they are the colleges and universities.

There is at present between the higher institutions in the South a fierce rivalry for numbers, and in their efforts to obtain these they crush out that which, if encouraged and fostered, would give to all more than their facilities could accommodate. That it is not desirable for universities or colleges to offer a lower grade of instruction than their freshman class is, I believe, universally conceded; but it is regarded in most institutions in the South as a necessary evil in order to prepare students for college work and, to quote from the usual declaration of philanthropic purpose, "not to turn away any ambitious or worthy student who seeks an education and has not been able to obtain preparation elsewhere." I subscribe fully to this statement, but submit that the time and means are at hand when and whereby it is possible to supply in the public high school the needed preparation for those who desire to go to college, and at the same time give to thousands who do not go immeasurably better opportunities at home.

The public high school in the South is now in its formative stage, and it is for the universities and colleges to say whether or not they will lend a helping hand to mold it into a capable and powerful factor for thorough training, both for those who wish to study further, thus reaping ample returns for their efforts, and for those who either cannot or will not take more than a high-school course, thus increasing their power for good and in an indirect way reaching many who under the present system could never feel their influence. It is a magnificent and solemn possibility and not a fanciful theory. The first duty, then, of the colleges to the high schools is that of protection, *i. e.*, to leave to the public high schools and preparatory schools their field of work and to devote all their own resources and energies to the higher instruction for which they were established.

This association has done much to promulgate the doctrine of the abolishment of preparatory departments or elementary work in colleges, and much has been well and wisely said of the advantages of this to the college. Its influence for good along this line cannot be measured. As yet only fourteen institutions in the South have seen their way clear to limit their instruction to college work proper. Eight of these have more or less elaborate systems of private fitting schools not controlled by them except in three cases, but affiliated with them, and supplying them with a number of well-prepared students each year. Of the remaining six the University of Texas and the University of Mississippi are dependent for the most part upon the public high schools. Tennessee and Virginia have three institutions each without preparatory departments. And in both of these states are many well-conducted and thorough private preparatory schools. In Virginia the public high-school system is rapidly improving and developing, without any special organized effort, under the more favorable opportunity given by three of its higher institutions limiting themselves to college or university work. In Tennessee the state university is actively engaged in affiliating the best public high schools and encouraging the development of others.

The public high schools of Texas and Mississippi have shown remarkable improvement since the abolishment of the preparatory departments in their respective state universities. Those states, five in number, in which there has been no serious effort to abolish preparatory instruction in the leading institutions have the least efficient public high-school systems. The president of a college writes :

There have been efforts made to improve the work done in the high schools of this state, but, owing to the fact that the university and many of the colleges are willing to receive students totally unprepared for college work, the standard of our high schools, whether public or private, is by no means what it should be.

What institutions should take a stand in behalf of the public high school? First of all the state universities, which, by virtue of their organizations, are at the head of the public-school system. Other colleges in the state have a plausible excuse to wait for such initiative, even though it be that the state university is not the largest and most influential institution in the state.

Next the agricultural, industrial, and normal colleges dependent on state support. They, just as the state universities, are a part of the public-school system, and should not duplicate or hinder the work of

another part, the public high school. With no tuition fees and the glamour that hangs about going off to college, they, as well as the state universities with preparatory departments, draw a large number of pupils who should be in the high school, thus breaking the ranks and causing many who cannot go to college to become dissatisfied and drop out. The following incident is a good illustration of the point I wish to make here. Some years ago, when the University of Mississippi, had a preparatory department, Mr. Rainwater, principal of one of the best high schools in Mississippi, said to one of the university instructors: "The university is doing a great injustice to the struggling high schools through its preparatory department, and has almost broken up my higher classes." The professor insisted that this was impossible, as only one student had entered the preparatory department of the university from his school. "That is true," the principal said, "but the fact that one boy had left my school, two years before he finished and entered the university, caused the others to feel that they were in some way discredited by attending the public school longer. Several grew dissatisfied and quit and many others lost interest in their work. It will take several years to wipe out the influence of that boy."

It is said that the agricultural colleges are for the farmer boys, and that they have no opportunity to get elsewhere the needed preparation for entrance to the college classes. This has undoubtedly been true, but the reports of the various state superintendents show that vigorous and successful efforts are being made in every southern state to lengthen the time and improve the teaching in the rural schools. With this is going hand in hand an effort to establish rural high schools. The importance of this to the South is immeasurable.

In every state from which I have received a report the means suggested for this improvement is by local taxation. Those who will take the most active interest in this question are the men who have something to tax, and they will be much less likely to vote to levy a tax upon their property, which tax may and will run through many years, when they can send their children to some state college, with free tuition and board at cost, for their elementary training, than if it were necessary for them to give their children this elementary training at home. If every farmer's son went to the preparatory department of the agricultural college for his common-school training, there then might be good grounds for offering such work and no need, so far as farmer boys are concerned, for rural high schools or longer terms of the common schools. But whose sons are the boys in these colleges?



They are, if they come from the farms at all (and a large per cent. do not), the sons of the prosperous farmers; the really poor farmer boy in only exceptional cases ever sees the agricultural college, and for each boy in college there are hundreds at home whose only chance for an education is in the rural schools. It is, however, to those farmers who have the desire and the means to educate their children by sending them to college that we must look to support and develop the common school and the rural high school, as they are usually the molders of sentiment and opinion in their communities. Through these farmers the agricultural and technological schools of the South could do much toward developing the rural schools, both common and high, by stating that after a certain period they would not admit students below their freshman class, which class should have for its entrance requirements the studies of the rural high-school course. This is only the beginning of their duty. The money expended on the preparatory departments should be spent in instructing, visiting, and organizing the rural high schools, and hundreds would reap the benefits now enjoyed by the units.

It is not sound economy for the state to pay from seventy-five to one hundred and fifty dollars a pupil in college for that grade of instruction which he could and should receive in the rural common or high schools for from ten to twenty dollars.

I agree fully with those who stand for the importance of technical education in the South, whether it be along agricultural, mechanical, commercial, scientific, or pedagogical lines. But I submit that in order to get the practical benefit of the scientific instruction offered by the colleges there must be a certain mental preparedness which cannot be gained short of a high-school course. Such scientific study cannot properly be begun by those who can comply only with the entrance requirements of some preparatory departments, *i. e.*, ability to read easy English prose, a knowledge of arithmetic through vulgar fractions, and a knowledge of elementary grammar. Therefore, I say, that the state agricultural colleges have no more grounds for offering elementary instruction than have the state universities, and that they are dissipating their energies and not fulfilling their real purpose as well as standing in the way of the general educational development by giving such instruction. The state normal colleges are even more derelict in their duty toward the public high schools than are the state universities and technological schools; for not only do they by their elementary instruction and general low standing compete with and prevent the

development of the public high schools, but they send back as teachers to these schools those who are unprepared and know little, if any, more than a high-school graduate should know, and thus visit the sin of their insufficiency on unknown children of the third and fourth generation. If there is any class of which there should be demanded sound scholarship, coupled with professional training, it is the class which is to have the instruction of the youth of the land, and the normal college least of all can afford to undertake the training of those who have not taken the high-school course. The English language shows no more painful retrogradation than in the word "normal," which in many quarters is synonymous with quick, easy, and, needless to say, insufficient instruction. Even some colleges of high standing offer cheap normal courses and send out teachers bearing the stamp of their approval with from one to three years less of work than they require of their regular graduates. I am pleased to say that the State Teachers' Association of Mississippi, in submitting a plan to the legislature for the establishment of a state normal school, stipulated that after five years no instruction should be offered lower than the freshman class of the state university.

The denominational colleges as well as state institutions owe this duty to the high schools. Though receiving no support from the state, they are not in name, but in fact, a part of the public-school system. Several of the denominational colleges answered the question, "What per cent. of your pupils come from the public high schools?" by saying from 50 to 75 per cent and only a few under 20 per cent. Most of them accept students from the public high schools on certificates. The abolishment of their preparatory departments would be of decided advantage and aid to the public high schools, and they could enter actively into the work of affiliating and building up these schools, which would be not less feeders for them than for the state institutions. The facts that this association, which stands for strictly college work by the colleges, was called into being by the head of a denominational institution, and that five denominational colleges have complied with the requirements for membership, are indications that the denominational colleges will meet the state institutions in this temporary sacrifice for the good of general education.

Am I wandering from my subject by this somewhat elaborate discussion of the first duty of the colleges to the high schools? Let a few of the replies to one of my questions answer. The question was: "What per cent. of your pupils who should have completed the course

in 1902 left the lower grades of the high school to enter the preparatory departments of colleges or universities? The replies selected are as follows :

- (1) "The highest grade in this school had no pupils. Most of the boys went to the agricultural college and the girls to the State Industrial College."
- (2) "Tenth grade, but no pupils. Gone to college."
- (3) "I regret to say that we have no work above the seventh grade. The state normal is in fact, though in name, the high school of this place."
- (4) "The State Industrial School has caused us to discontinue all work above the eighth grade of the grammar school."
- (5) "They enter college classes from even our seventh grade."
- (6) "A very large per cent.; our work is much interfered with."
- (7) "Five out of seven who should have been in the tenth grade went to college."
- (8) "Five completed the high-school course, ten of this class went to college from the lower grades."
- (9) "One completed the course, six went to preparatory departments."
- (10) "Three completed the course, eight went to college from the lower grades."
- (11) "Our colleges receive anything in the way of a pupil they can get. In fact, they hinder high schools in this state."

From a state superintendent on the matter of standards for the high school : "The adoption of a standard is as necessary in the state institutions for higher learning as in the high schools."

#### PROFICIENCY.

The second duty of the colleges to the public high schools is that of increasing their proficiency by fostering them and developing in them a uniform standard of excellence and thoroughness. This duty will, for most colleges, become a necessity with a fulfilment of the first duty, that of abolishing the preparatory department, and therein lies the greatest good of this abolishment to the high schools.

That remarkable changes and improvements have been wrought in the public high schools of some of the northwestern and western states through the energetic efforts of their state universities is known to all. The following are extracts from a letter written by President James B. Angell, of the University of Michigan, in reply to a request from me for information :

We send some representative of the faculty to visit the school. Our purpose is not to examine the students, but to see whether the school is strongly enough organized to prepare students for college and to learn whether the school is strongly sustained by public sentiment in the town. In earlier days we used often to have a public meeting in the evening in the town where we made addresses. If the report was satisfactory, we put the school upon our

list, usually at first for one year. It must then be revisited if the relation is to continue. If the school has been on for a time and we have confidence that the work is strong, we put it on the list, say, for three years. The principal or superintendent of the school must certify that the students have completed the work we ask for admission. We trust the officers absolutely for this work of examination, and we have found as a rule we can safely trust them. The presence of the college visitor in the school is very stimulating to the school. It gives him a chance to talk with students who might otherwise never conceive the idea of going to college, and of answering such questions as they have to propound. The people in the town feel a new pride in the school when they find that we esteem it of sufficient worth to justify us in sending a visitor to it. I think there is no difference of opinion in this state, either among school or college men, that this step is one of the most important we have ever taken in elevating the character of the public schools. We have now nearly two hundred schools upon our list. . . . These visits of members of our faculty enable them to ascertain what it is possible for good schools to do. We found that a college faculty which does not keep in close touch with the schools is in constant danger of raising its requirements so rapidly as to expect from the schools more than it is possible for them to do. By visiting the schools they correct their ideas, and so the schools and the University are able to act in harmony.

The following is information furnished by President R. H. Jesse of the University of Missouri :

In December, 1890, twenty-three secondary schools had been approved and in nearly all of them the course of study was scrappy and only two years long. Few of them had a laboratory or a library. There were not then six secondary schools in Missouri which could have met our present conditions for approval. In December, 1901, the number of approved schools had grown to 117. As the high schools have advanced their courses from years two to four, and have equipped their laboratories and libraries, and have increased the number and improved the quality of their teachers, their enrolment has grown steadily. . . . When a school meets our minimum requirements, we approve it and then try to keep it marching towards ideal conditions. Hence all but the strongest schools are inspected every year. The ailing schools are sometimes inspected twice a year. If you do not keep your high schools marching ever forward, they will inevitably go backward. Our aim in building up the high schools is not primarily to furnish students to the state university, but primarily to raise through the high schools the work in the graded schools and through a strongly articulated system of education to raise the standard of intelligence among the people of the towns. We try to hold up the ideal that the day is quickly coming when no man can be employed in a good high school that has not the full equivalent of a thorough college education, and when no man can be employed in the best

high school that has not the equivalent of a Ph.D. from a good university. Our sorest trial in Missouri comes from the fact that often teachers try by pedagogical skill to supply the lack of learning."

The following is taken from the report for 1898-1900 of President Benjamin Ide Wheeler of the University of California :

In the public high schools of California over 51 per cent. of the students are reported to be preparing for college (p. 22). . . . The special reason, however, for the rapid growth of the last few years (the number of students having increased 400 per cent. since 1890) is to be found in the development of the public high schools in their relation through well formulated courses to the activities of the University. The number of public high schools accredited by the University in 1890 was eleven, in 1900 eighty-seven (p. 21). The high schools are really just beginning to make the completer organizations of their curriculum felt in the university (p. 23). . . . If the examinations upon which our accrediting is based are seriously defective, our control over the standards of admission is deceptive and feeble. . . . The tendency of the new plan of visiting schools is to concentrate the work of examining upon fewer men (eight being the number proposed) who themselves concentrate their examining task upon the whole semester (p. 29).

To illustrate what can be done in the South I shall give a brief sketch of the development of the high schools during the past ten years in Mississippi, one of the poorest states in the South, with the largest proportionate negro population and the smallest number of cities or large towns.

The University of Mississippi abolished its preparatory department, in 1892, partly through the agitation against it in the Teachers' Association, but principally through the wisdom of the chancellor and his co-workers, careful investigation having shown that the limited means of the university were not thus put to the best use for the state, and that of the large number of preparatory students not more than 3 per cent. went through to graduation, while more than 25 per cent. of those who entered the freshman class completed their courses and entered the arena of life equipped for the struggle. The authorities of the University of Mississippi then realized that they must look to the public high schools for preparation, and at once began to take interest in their development and thoroughness. A plan to admit on certificate from chartered high schools without inspecting them had been previously adopted. In 1893 a list of those schools that sent boys well prepared was published in the catalogue. In the summer of 1894 the State Teachers' Association met at the university, and a course of study for the public high schools was adopted at the suggestion of the

university authorities. The university instructors visited the schools, criticised the work, advised the teachers, and spoke to the trustees and the people of the need of an advanced and uniform high-school course. So earnestly did the university push the work, and so readily did the superintendents—an earnest and progressive body of men—meet the requirements, that the list of affiliated schools in 1897 showed forty high schools which were giving courses in at least three topics of sufficient advancement to prepare for the freshman class of the university, and the university had passed a regulation that students should be received on certificates from only those schools which were affiliated, and further, that all affiliated schools should be visited and examined by a member of the faculty at least once a year, and that said examination should last not less than one full school day for each school. In 1897 the State Teachers' Association, again meeting at the university, revised the high-school course to conform with the course laid down by the Association of Colleges and Preparatory Schools of the Southern States, which course the University of Mississippi had adopted. The affiliated schools quickly adjusted their work in those topics taught at all to meet the changes. The university continued the work of visiting, and has now on its affiliated list fifty-nine public high schools, offering courses in at least four out of the five topics: English, Latin, mathematics, Greek, history, sufficiently advanced to prepare for the freshman class. The work and instruction is not in every case satisfactory, but it is, in every school continued on the list, improving, and I take pleasure in giving due credit and praise to the earnest state and high-school superintendents who have made this work possible and successful.

Within ten years fifty-nine public high schools, with a practically uniform curriculum, doing a grade work not undertaken by three at the beginning of this period, is a fair sample of what one institution can do by abolishing elementary work and devoting the energies thus saved to the public high schools, provided it has, as the University of Mississippi has, the co-operation of the high-school principals. That I believe will in every case be eagerly given, even if actuated by no higher motive than self-interest.

With all this, the work of improving the public high schools in Mississippi has made only a beginning in quality or quantity, and when the other higher institutions in Mississippi can see their way clear to abolishing their preparatory instruction and giving their influence and aid to the improvement and establishment of public high

schools, both urban and rural, the progress will be much more rapid and satisfactory.

The public high schools of Texas have also made marked advancement under the combined effort of the University of Texas and the state and high-school superintendents. Professor W. S. Sutton furnishes the following information in reference to the methods and the results:

The policy of affiliating high schools with the University was established more than fifteen years ago. The members of the faculty of the University of Texas visit annually schools affiliated with the University. It may be said, furthermore, that no school is affiliated without the favorable report of a member of the faculty who has inspected its work. The faculty of the University of Texas through a standing committee, known as the Committee on Affiliated Schools, has for a number of years been engaged in a systematic attempt to improve the curricula and the teaching in the high schools in the state. This committee, furthermore, has used its influence to make the position of principal and teachers more secure, and to bring about the payment of better salaries. About one hundred high schools are now affiliated with the University of Texas.

An examination of the reports from the public high-school principals, tabulated on insert between pages 94 and 95, will show that each of the southern states is now in better condition, so far as the public high schools are concerned, than was Missouri in 1890 or Mississippi in 1892.

From the answers sent by the colleges<sup>1</sup> it is seen that already practically all of the colleges in the South have adopted the plan of accepting students on certificates from affiliated public high schools, but only a few make it a rule to visit these schools or make any special investigation as to the condition, improvement, thoroughness and standard of the schools affiliated. Some colleges make it a point to visit a school before affiliation, but that this is not sufficient is evident when we consider the fact that the teachers are elected and, sad to say, frequently changed annually, and, moreover, that there is no uniform course prescribed by law. An example of the insufficiency of this plan came under my observation in looking over the affiliated list of one of the colleges, where I found a school enrolled for the session of 1901-2 as having a principal who, as I happened to know, had left it two years ago.

It is only through the visit of the college representative annually, or as often as possible—certainly not less than once in every two years

<sup>1</sup>See pp. 28-29.

—his advice, his criticism, his object-lessons in proper teaching, and his aid in arousing in the community interest in higher and more thorough educational work, that the public high schools derive any benefit from affiliation. Better let them have the incentive of trying to prepare some of their pupils for the college examination. The fact that affiliation gives to the college the right to visit, advise, aid, and encourage, and to the high school the right to ask for these, is to my mind the most potent argument for the system. I am not, therefore, surprised that one college which does not visit its affiliated schools writes: "We are not satisfied with the accrediting plan and are urging the other colleges in the state to agree with us to abolish it."

#### PARALLELISM, OR UNIFORMITY.

The want of a uniform curriculum of high gradé is one of the defects of the public high schools which look to the superintendents for correction, but toward which the colleges should direct their attention and energy, and which they can help to remedy. This parallelism may be secured in two ways:

First, by concert of action on the part of the superintendents aided by the college. For example, Mississippi and Texas, without any law on the subject, have a practically uniform high-school curriculum in a large number of public high schools. This is of necessity a slow growth, and depends almost entirely for its real worth and effectiveness on the college examiner. He goes from one school to another, collecting information and indicating needed changes and improvement. He is, as it were, a medium of communication and comparison. and, acting on his advice with the previously-agreed upon course as a guide, the schools gradually approach the standard.

Second, by a legislative act prescribing a certain course as a high-school course and requiring each public school which desires recognition as a public high school to adopt this course. To be effective the duty of inspection must be put upon some one, either the state superintendent or a specially appointed board. This is the German system and is probably dependent for its success upon the strongly centralized government of that nation. Florida contemplates the introduction of this plan, and a very comprehensive bill<sup>1</sup> to this effect was drafted for the last legislature. In the present year Arkansas<sup>2</sup> and

<sup>1</sup> Senate Bill No. 220, introduced by Mr. Carson of the nineteenth district. Sent by H. E. Bennett, of Tallahassee, Florida.

<sup>2</sup> See *Proceedings of the Arkansas State Teachers' Association* for 1902, pp. 63, 64.



Alabama<sup>1</sup> have through their teachers' associations outlined a uniform course of study for the public high schools, which complies with the minimum requirements of this association. In Louisiana<sup>2</sup> the state superintendent, after consultation with some of the college and high-school teachers, prepared in 1901 a course for high schools similar to the course suggested by this association, Texas<sup>3</sup> has a four-years' high-school course, recommended by the university and adopted in full or in part by about one hundred high schools. In Georgia and Tennessee no definite steps have yet been taken looking toward uniformity. In South Carolina<sup>4</sup> the Association of Colleges has outlined a high-school course. In North Carolina Superintendent of Education Joyner will submit a course in his next report. In Mississippi<sup>5</sup> the Teachers' Association adopted a uniform course in 1894 and 1897. In Virginia,<sup>6</sup> at a conference of the county and city superintendents held at the university, July 7, 8, 9, 1902, a curriculum was proposed with the view of making the high schools grade up evenly to the lower classes at the university.

From this brief outline it will be seen that throughout the South there is interest in this matter of a uniform standard, and if the higher institutions will join hands in this work, ten years will show a revolution in the standard and thoroughness of the public high schools. Texas and Mississippi show that it can be done, though their work is by no means completed. Texas has about one hundred high schools following in whole or in part the course outlined by the University; but the state superintendent writes that there are three hundred towns able to support proper public high schools. Mississippi has fifty-nine public high schools with the uniform course; but there are about eighty-seven separate school districts reported by the state superintendent, and there are probably forty other towns which should be made separate school districts and in which first-class public high schools should be developed, not to speak of the possibilities of developing the rural high schools.

<sup>1</sup>See report of the Alabama Teachers' Association's committee on schedule; chairman, C. C. Thach, Auburn.

<sup>2</sup>See pp. 4-7 of report of State Superintendent J. V. Calhoun on *Course of Study and School Law*.

<sup>3</sup>See *Bulletin No. 1* of the University of Texas.

<sup>4</sup>Information furnished by State Superintendent John J. McMahan.

<sup>5</sup>See catalogue of University of Mississippi for 1898.

<sup>6</sup>Information furnished by Chairman P. B. Barringer, University of Virginia.

## PREPARATION.

Along with uniformity of curriculum there should be a uniform minimum requirement of preparation for the teachers. No amount of work, either legislative or co-operative, on the schedule will make the public high schools effective unless these courses are taught and supervised by men or women of thorough scholarship and high standards. How inadequate the preparation of even high-school teachers in the South is I cannot attempt to say save for my own state; but it is a universally conceded fact that throughout the South a large per cent. of the public-school teachers, not only in the common schools, but also in the high-schools, are really incompetent to fill their positions on account of their defective preparation.

The Peabody fund and the states through the aid given to summer schools are doing good work toward correcting this evil, but they are not doing the good they can and should do, because many teachers who need this instruction do not take it, but with short-sighted judgment consider it wiser to save money by not attending than to invest it in the knowledge and training thus offered.

Ways and means for improving the preparation of the teachers generally is one of the absorbing topics of the educational world today. In reference to the high-school teachers at least there is need of a standard to ascertain if they have accepted the opportunities offered them and acquired the necessary preparation. The public high schools being a rather recent development, our lawmakers have not made any special provisions or requirements along this line, and in most cases where a teacher has been able to obtain a first-grade license for the common schools he is permitted to teach in the public high schools.

It will be seen from an examination of the requirements for teacher's certificates which will be printed (see pp. 91-3) that in most instances teachers give instruction on topics of their proficiency in which the state knows nothing.

The time is now at hand when each state should have a special required examination for high-school teachers covering the subjects which they are expected to teach in the high-schools. Let this law be passed to take effect in five years, and a wonderful impetus would be given to the work of self-preparation among the teachers. Virginia is the only southern state which has a law requiring a special examination for high-school teachers. Several states accept as teachers without examination those who have diplomas from leading institutions. To my mind this, if it is done at all, should be done only on the con-

dition that after a period of, say, three years of teaching, the candidate pass a satisfactory professional examination and submit a thesis showing further study and investigation.

#### PAY.

It is not fair or businesslike to demand better preparation of the teacher and more advanced topics in the school without some increase in the emoluments of his office. This leads to the consideration of the obligations of the people to the teachers, toward the fulfilment of which the higher institutions must lend their influence and aid. That the pay of the public-school teacher of all grades is low and inadequate, in comparison with returns from other occupations, is a fact known to all, and this is true not less of the high-school than of the common-school teacher, when the greater preparation demanded of the former is considered. A discussion of how to remedy this evil does not come within the scope of this paper. Suffice it to say, the best or even capable men will not in any large numbers devote themselves to this work, at its present compensation, and it will require a long and systematic campaign of education of the people to teach them their duty in regard to this toward the trainers of their children.

#### PERMANENCY.

The second duty of the people to the teachers is that of offering permanency of position. To this I find there has been almost no consideration given in the South except in Mississippi and Alabama, at least so far as one can judge by the length of period for which the principals or teachers are elected.\* One state, Texas, has a law against the election of a high-school principal or teacher for more than one year. It would be difficult to emphasize too strongly this need of permanency of position in the public high-schools. No business can prosper which constantly changes heads. A school will develop and grow more in ten years under the continuous supervision of even a mediocre superintendent than it could under five or ten different superintendents, even though they be the most talented and best-trained men in the profession. Men of ability hesitate to enter a field where it is the rule and not the exception to have to seek re-election annually. If the salary was unusually large, it might offer sufficient inducement to obtain the necessary number of capable men as principals. But with the comparatively low salary and the constant probability of change the wonder is that even so many capable men as do, devote themselves to this work.

\*See table after p. 94.

Few, if any, important political officers are elected annually; college professors are usually elected for a term of years or during good service or behavior. Why should the high-school teachers, and especially the principal, have to undergo the embarrassment of a yearly election? Nothing could add more to the advancement and efficiency of the public high schools than to place them under capable superintendents for a term of years with comparatively full authority to plan and develop. It is this element of stability which gives to the private preparatory schools an advantage over the public high schools. In the public high schools verily no man knoweth what a day may bring forth. A justly reprov'd or dismissed child of an influential politician, may change the principal, and with him the teachers and the whole plan of study and discipline. There is need of civil-service reform here. Let the high-school examination be such as to ensure scholarship, and then, after one year of trial to test adaptability, let the superintendent or principal be given a contract for three years, and at the expiration of this a contract for six years, the superintendent to have the privilege of accepting a better offer, if the board cannot meet 75 per cent. of the increase, and the board to have the power to declare the contract void on account of moral, social, or mental delinquencies. With permanency for the superintendent will come increase of pay; for he will thus have an opportunity to impress his worth on the community. Permanency for the superintendent will usually secure permanency for the teachers.

The colleges can do much to assist in bringing about these two reforms in the interest of the high-school teachers. As an example of what can be done, I relate the following: A professor from the University of Mississippi on visiting a high school last session spoke before the board on the subject of pay and permanency for the principal, and within six weeks the board raised the salary of the principal three hundred dollars and gave him a contract for three years. Probably they would have done this without words from the visitor, but at any rate he showed his interest in the school and the teachers and won their sympathetic co-operation. The outlook of the public high school in the South is bright and full of promise. Let the colleges give it their full support and aid, and the promise will be more than realized. I close with the words of a teacher from Arkansas, who ended his letter of information thus: "The public high school in the South has come to stay. May the good Lord bless it! I am sure the right-minded college man will do all in his power to strengthen it."

## EXAMINATIONS FOR TEACHERS IN SOUTHERN STATES.

*Alabama.*—Three grades of teachers' certificates. First grade: Usual common-school topics required in third- and second-grade examinations, and, in addition to these topics, "applicants for first-grade certificates shall be examined in algebra, natural philosophy, geometry, the school laws of Alabama, and the theory and practice of teaching." (See sec. 10, p. 49 of *School Laws*.) A first-grade certificate entitles the holder thereof to teach in the public schools of any county in the state for six years from the date of issuance of the same. (See sec. 15, p. 50.) No special examination for high-school teachers. Some separate school districts have authority in their charters to examine their teachers. (See sec. 20, p. 51.)

*Arkansas.*—"No special examination is required of high-school teachers. However, the school boards in many of the high schools require their teachers to hold a state license, which is good for life, granted on a satisfactory examination covering the following subjects: Latin, geometry, algebra, physics, rhetoric, mental philosophy, general history, natural history, civil government, and theory and art of teaching." (Extract from letter of State Superintendent Doyne.)

*Florida.*—"County first-grade certificates require an examination on: algebra, physical geography, civil government, in addition to arithmetic, physiology, United States history, English grammar, and lower branches. Most of the high-school principals are allowed to teach on these certificates. This license is good for four years. We examine for state certificates upon Latin, physics, psychology, rhetoric, geometry, trigonometry, botany, zoölogy, general history, and English literature. A few of the high-school principals hold these. Such certificates are good for five years. No special examination for high-school teachers, but custom requires that they shall hold one of the above certificates." (Extracts from letter of State Superintendent Sheats.)

*Georgia.*—"Each local system has its own requirements for certificating teachers for high-school work. We have no state law on the subject." (Report of State Superintendent Glenn.)

*Louisiana.*—Three grades of teachers' certificates. To obtain a first-grade certificate the applicant must be found competent to teach all the branches of the third and second grades, and also higher algebra, natural philosophy, and geometry. A first-grade certificate shall entitle the holder to teach for five years from date. Special certificates in studies of high grade may be issued on a satisfactory examination in branches to be taught in any special academic department. No person shall be appointed to teach who shall not hold a certificate of a grade sufficiently high to meet the requirements of the school. Holder of diplomas from the Peabody Normal School at Nashville, Tenn., and from the State Normal School shall be granted first-grade certificates for four years, which may be renewed by the state superintendent or the board of administrators by whom the certificates to State Normal graduates were originally issued. (See secs. 51-9, pp. 29, 30, of *School Law*.)

*Mississippi.*—Three grades of teachers' certificates. First grade: Topics—written arithmetic, mental arithmetic, reading, physics, physiology, grammar, spelling, geography, Mississippi history, civil government. Good for from one to three years.

There is no special examination for high-school teachers. Those holding first-grade certificates or licenses are permitted to teach in the public high schools. The state board of education is authorized to issue a professional license, good for life on a satisfactory examination of the applicant in: algebra, geometry, Cæsar, Virgil, Latin grammar and composition, rhetoric, English literature, theory and practice of teaching, general history, civil government, and one out of the three topics, Greek, chemistry, physical geography.

*North Carolina.*—Three grades of teachers' certificates, with no difference in topics for examination. The average on examination determines the grade. Ninety per cent. is required to obtain a first-grade license. The topics on which the teachers are examined are not stated in the school law, but they are probably the same as the topics taught in the public schools, which are as follows: orthography, defining (reading), writing, drawing, arithmetic, geography, United States history, North Carolina history, grammar, language lessons, physiology, hygiene, elements of civil government, elements of agriculture, theory and practice of teaching, and such other branches as the state board of education may direct. No other examinations seem to be offered or required. (See sec. 37, pp. 24, 25, of the *School Law*.)

*South Carolina.*—Two grades of teachers' certificates. These are granted by both county and state. "County certificates and state certificates have no separate significance other than as to the authority issuing them and the territory in which they are effective." "No examination for state certificates has been held in many years." Any and every certificate is for two years. "No examination as to qualification shall be made in the case of any applicant who produces a full diploma from any chartered college or university of this state or Memminger Normal School of Charleston." (Extracts from the thirty-third annual report of the superintendent of education. Fuller information could not be secured.)

*Tennessee.*—"Three grades of certificates shall be issued. First-grade secondary certificates are to be given to graduates of the State Peabody Normal College, of the State Peabody Institutes, and to all who shall average in examination at least 85 on the following subjects: orthography, reading, writing, mental and written arithmetic, English grammar, geography, elementary geology of Tennessee, history of Tennessee, history of the United States, physiology and hygiene, rhetoric, elementary principles of agriculture, elementary bookkeeping, elements of: algebra, geometry, natural philosophy, civil government, and theory and practice of teaching, and school law of Tennessee." This certificate is for four years. (Extract from the report of the state superintendent of education for 1901, p. 394.)

*Texas*.—Three classes of certificates: county, city, and state. County certificates, four grades: third, second, first, and permanent. An applicant for a first-grade certificate shall be examined in the subjects prescribed for third- and second-grade certificates (the usual common-school topics), and, in addition thereto, in physics, algebra, the elements of geometry, constitution of the United States and of the state of Texas, and general history, and the effects of tobacco and alcoholic intoxicants upon the human system. A first-grade certificate shall be valid for four years (sec. 69*b*). An applicant for a permanent certificate shall be examined upon the branches prescribed for third-, second-, and first-grade certificates, and, in addition thereto, in the history of education, general history, psychology, English and American literature, chemistry, solid geometry, plane trigonometry, and elementary double-entry bookkeeping. A permanent certificate shall be valid during good behavior. All examination questions shall be prescribed by the state superintendent of public instruction. State certificates may be secured by submitting examination papers to the state board of examiners. No special examination of high-school teachers is required, but independent school districts may examine their teachers in whatever topics they see fit and issue the different grades of certificates, valid only in the town where they are issued. Diplomas from the University of Texas, the Texas State Normal Schools, and the Peabody Normal at Nashville, Tenn., give exemption from examination under certain restrictions. (See pp. 33-7 of the *School Laws of Texas*.)

*Virginia*.—Three grades of teachers' certificates. Topics of examination for first grade: orthography, reading, writing, arithmetic, grammar, history, civil government, physiology and hygiene, and the theory and practice of teaching. To obtain first-grade certificate, the applicant must be at least nineteen years old, have had nine months' successful experience as a teacher, and shall make an average of 85 per cent., and must not fall below 60 per cent. in any topic (sec. 21). First-grade certificate is valid for three years and may be renewed for two. Sec. 27, p. 83, of the *School Laws* says: "Persons desiring to teach in the public high schools or in schools where the higher branches are to be taught shall be examined on such branches as they may be required to teach; provided, however, that the graduates of colleges or universities of approved standing and reputation shall be permitted without further examination to teach in such schools the branches in which they have graduated." This is a legal basis for a special high-school examination, but the secretary of the state board of education writes that no special examination for high-school teachers is required by the state, but may be called for by the superintendent of high school if he is not satisfied as to the qualifications of the applicant.<sup>1</sup>

<sup>1</sup> It will be observed that no effort is made to give the requirements and conditions for the third- and second-grade certificates, which in every state are lower than the first, and may therefore be disregarded in a compilation made to show the need for a required examination higher than the first-grade examination.

TABLE OF ANSWERS FROM COLLEGES IN REFERENCE TO AFFILIATED PUBLIC HIGH SCHOOLS.<sup>1</sup>

Name.	No. of Affiliated Schools.	Per cent. of Students from Public High Schools.	Are Affiliated Schools Visited Annually?	How Long has Affiliation been in Vogue?
<i>Alabama—</i>				
Polytechnic Inst.....	26	Not stated	No	Not stated
University.....	28	60	No	Not stated
Southern Univ.....	None	A large per cent.	No	
<i>Arkansas—</i>				
University.....	25	30	No, but before affiliation	6 years
<i>Florida—</i>				
John B. Stetson Univ.	12 for work done	50	Yes	4 years
<i>Georgia—</i>				
Emory Coll.....	Quite a number	75	No	2 years
Mercer Univ.....	27	80	No	8 years
University.....	No formal affiliation. Certificates accepted from some	25	No	
<i>Louisiana—</i>				
Tulane Univ.....	14	45	No. Careful in affiliating schools. Visit them occasionally	10 or 12 years
<i>Mississippi—</i>				
Industr'l Inst. and Coll.	25	25	No	3 years
Millsaps Coll.....	10	50	No	Not stated
Mississippi Coll.....	No regular affiliation. Work of high schools affiliated with univ. accepted		No	
A. and M. Coll.....	All affiliated with univ. and a few others	5	No	3 years
University.....	59	85	Yes	10 years
<i>Missouri—</i>				
University.....	117 public and private high schools		Yes	
<i>North Carolina—</i>				
Davidson Coll.....	None. 6 or 7 private high schools	Not stated	Yes	3 years
Trinity Coll.....	4 or 5 prepare for Freshman. No statement as to affiliation	5 per cent. outside of Durham	Not stated	Not stated
University.....	A number of graded schools prepare for college	Not stated	Not stated	Not stated
Wake Forest Col..	None	5		
<i>South Carolina—</i>				
S. C. Coll.....	4	50	No	4 years
Wofford Coll.....	16	15	No	8 years
<i>Tennessee—</i>				
Univ. of the South....	None	Distinctly increasing		
University.....	24 in Tenn. 11 in other states	37	Usually	8 or 9 years
Vanderbilt.....	4	5	Whenever possible annually	10 years
<i>Texas—</i>				
Southwestern Univ....	No formal affiliation. Certificates are accepted from best high schools.	40		
Christian Univ.....	1. Work on affiliation just begun			
University.....	100	50 per cent., and quite a number from schools not yet affiliated	Yes	15 years
<i>Virginia—</i>				
Hampden Sidney Coll.	None	A few students		
Military Inst.....	None	No record		
Washington and Lee..	12 or 15	30	No	3 years
Randolph-Macon.....	No formal affiliation. All public high schools are affiliated with univ. by state law. About 20 are doing the work of preparation well	33 1/3	No	
University.....		No statistics	Whenever there is an opportunity	

<sup>1</sup> No inquiries were sent to colleges in Kentucky or West Virginia.